would be irreparable. Some of the school buildings were quite dilapidated. The Member pointed out that the Government, as custodians of these buildings, had a moral obligation to keep them in efficient repair. The representations of the head-masters of the schools were invariably answered by the department by the suggestion that popular help should be invited for the purpose. The practice was, however, very irregular and undesirable. The Member then pointed out that the department prohibited the use of school buildings for public purposes, social and religious, and that such a prohibition was wrong in that it tended to discourage popular co-operation. He then spoke of manual training and observed that it served no purpose. What was needed was a training for some profession and such a training should supplant the present manual training. He then suggested that to secure the popularity of vernacular schools, pupils who passed Class VII should alone be admitted to Form III, and English schools should start with Form III only. Such a system would encourage vernacular education and satisfy the requirements of English education as well. He also pleaded for the appointment of Vernacular School Leaving Certificate holders alone in the subordinate service in all departments. There were 14,000 certificate holders without employment and the problem was becoming increasingly serious with the lapse of years. He also pleaded for equal treatment being accorded to those certificate holders and to the vernacular higher men. He did not consider it desirabe that the male element should be completely eliminated from girls' schools for some time at least, until the large number of Vernacular Certificate holders were provided for. A percentage, say 25, of the teachers in girls' schools might be transferred to boys' schools whenever vacancies occurred there, while the rest of the vacancies in boys' schools should be reserved for the Vernacular Certificate holders. The Member next referred to the practice of supplanting Vernacular School Leaving Certificate holders who held acting appointments in the department, by Vernacular Higher men, and observed that this practice was highly unfair to the former, and especially to those among them who had already held acting appointments. The Member also complained about the delay in the issue of licenses to teachers and about the refusal on the part of the department to condone age bar in cases where the bar operated as a result of such delay. He also pressed for a revision of pay of the teachers based on a time-scale, in view of the economic stress and strain of the times, so that the present disparity between the salaries of the teachers and Anchal masters might disappear altogether. Grants should be sanctioned for teachers with due regard to the classes taught by them and not otherwise. The Member then compared the expenditure incurred by Government on account of vernacular education with that of English education, and pointed out that there was no uniformity in the pay of the officers of the two branches. He pleaded for the equalisation of the pay of the Inspector of English schools and that of the Chief Inspector of vernacular boys' schools, since the present disparity affected the dignity of the vernacular branch.

Dewan's reply.—Some of your representations will be considered by the proposed Conference. So, I am not going to say anything about them. As regards the keeping of school buildings in good condition, my reply has already been given. You want these buildings to be used for common purposes and say that the authorities object to it. This will be enquired into.

50 per cent. of teacherships in the vernacular boys' schools are being recruited from outsiders, the remaining 50 per cent. being filled by transfers of male teachers from the girls' schools. The delay in the office of the Director in issuing licenses to teachers will not count against them for age bar. Your other suggestions will receive attention.

108. Reform of the Curricula of studies in Primary Schools.

Mr. P. Sankara Aiyar B. A., B. L. (Member, Municipal Council, Alleppey) referred to the report of the Vernacular Curricula Revision Committee and observed that the Committee failed to find out the defects in regard to the quality and quantity of books prescribed for use in lower grade vernacular schools. He stated that a large number of unnecessary books were prescribed for study in the lower grade vernacular schools. In support of his statement, the Member referred to the

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observations of Mr. C. Raman Tampi on the subject in the Legislative Council when the budget for the current year was considered. He then read out the list of books prescribed for some of the classes. Instruction in the three R's was all that was necessary in those classes; but, on account of the large number of books the pupils had to read now, proper attention was not paid to their handwriting and spelling. The system of forcing a large number of books on little children was fundamentally unsound and should be immediately discontinued. Travancore History, Travancore Geography and Grammar might well be reserved for the Middle School course. Books like *Vachakarachana* and *Balaganitam* might be used by the teacher as a guide for his personal use; but the pupils should not be compelled to purchase them.

The Member then suggested that the following reforms be effected:—

(1) to reduce the periods of instruction to four per day, *viz*, between 8 and 10 in the morning and 3 and 5 in the evening, so as to cause the least strain on the health of the boys;

(2) to reduce the number of text books, one reader containing a few pages of good prose conveying moral instruction and a few pages of poetry written by classical authors being ample for the needs of each class;

(3) to pay special attention to handwriting and spelling, one period being allotted each day for the purpose;

(4) to make physical exercise suitable to the age of the boys compulsory and insist on its daily practice; and

(5) to give the pupils training in some sort of manual work such as gardening, planting, clay-modelling, etc.

In conclusion, the Member made some observations on the choice of text books and gave certain illustrations to prove that the persent choice was not satisfactory. In his view debatable theories, ideas beyond the comprehension of little children, stories having a tendency to shake the religious faith of pupils, etc., were not fit subjects of discourse in text books meant for children.

Dewan's reply.—The matter will be considered by the Conference in view of the fact that prominence has been given to it by two of the Members.

109. Certain educational needs with special reference to a Second Grade College in Central Travancore.

Mr. N. G. Parameswaran Pillai (Member, Mavelikara Taluk) referred to his previous representations in the Assembly on the need for the establishment of a Second Grade College in Central Travancore, and reiterated the grounds which justified his request. They were :—

(1) The number of students that sought admission in Colleges outside Travancore was steadily on the increase from year to year. In 1912-13, 125 pupils, and in 1915-16, 132 pupils joined Colleges outside Travancore.

(2) This migration of young students was attended with difficulties and dangers, not to speak of the economic drain resulting therefrom.

(3) The large number of lower grade and higher grade English schools in Central Travancore was sufficient justification for a Second Grade College, and the absence of facilities for collegiate education deprived a good many of the English School Leaving Certificate holders in Central Travancore of the advantages of such education.

(4) The Colleges at Nagercoil and Trivandrum served the needs of South Travancore and the Colleges at Kottayam and Ernakulam served North Travancore, while there was no such institution to serve the requirements of Central Travancore.

(5) There was no private enterprise capable of starting a Second Grade College in Central Travancore, and hence Government should come to their rescue in the matter.

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